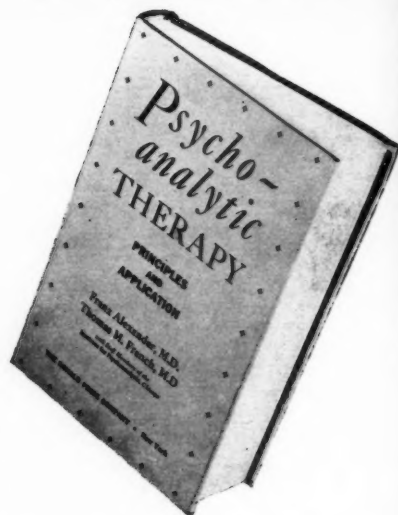


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ANNUAL REPORT OF THE POLICY AND PLANNING BOARD OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION: 1947

THE annual spring meeting of the Policy and Planning Board was held April 12-15, 1947 at the North Jersey Training School at Totowa, New Jersey, which again extended its generous hospitality. The full membership was in attendance: Marion A. Bills (Secretary), Clarence H. Graham, Ernest R. Hilgard (Chairman), Donald G. Marquis, Robert R. Sears, Laurance F. Shaffer, David Shakow, Ruth S. Tolman and Lloyd N. Yepsen. Dael Wolfe, Executive Secretary of the American Psychological Association was also present and Helen Stanwood, of the Aetna Life Insurance Company, acted as recording secretary.

Ten sessions were held during the four days of the meeting and problems of the present and future welfare of the Association and of the profession were considered in detail and with deliberation. In accordance with a decision made at a meeting of the Board during the American Psychological Association convention in September 1946, requests for suggestions for items of the agenda had been sent to officers of the American Psychological Association and of the Divisions, and to the membership through an announcement in the March 1947 issue of the AMERICAN PSYCHOLOGIST. In response to these requests many communications were received. All of these were examined and discussed and either constituted parts of the agenda of the meeting or were forwarded to appropriate committees or other agencies for consideration or action. This second annual report to the membership was prepared by the Board during the meetings.

WHO IS A PSYCHOLOGIST?

Clarification of the definition of a psychologist is becoming increasingly necessary with the development of professional activities in psychology. While those with psychological training of all varieties and levels can make significant contributions, it is often necessary to distinguish between the qualified and the unqualified for particular purposes. Clear designation of who is a psychologist is a pro-

TECTIVE measure for both the public and the profession. There are at present no clear public standards by which a person who is uninformed in the intricacies of psychological training can decide who is qualified and who is not.

The response to the need for clearer designation of qualified psychologists has been vigorous and widespread. As a matter of fact, the efforts to grade and classify psychologists have been so numerous and uncoordinated that there is grave danger of confusion. Academic degrees designate three grades—the bachelor, the master, and doctor. Membership in the American Psychological Association is at two levels which do not correspond with any of the three academic grades. Membership in state associations provides further distinctions which vary greatly from one state to another. And now certification promises to add a new and different set of grades. The American Board of Examiners in Professional Psychology will certify diplomates in several specialty fields with a minimum of five years experience beyond the doctoral degree; the State of Connecticut certifies psychologists with the doctoral degree and one year of experience; Virginia certifies only clinical psychologists with the doctoral degree and five years experience; and other states have adopted or propose to adopt still different standards. Psychologists themselves are beginning to be confused by this array of distinctions. Have we any right to expect the public to be able to answer the question "Who is a psychologist?"

After discussion of many specific examples of the need for clearer designation of the levels of psychological qualification in civil service, Army and Navy, and in professional practice, the Board feels that the time has now come when a general overall policy is necessary. This policy should achieve four objectives:

1. The number of designated levels of psychological qualification should be kept to a minimum.
2. The levels should be established at the most

critical points in the training and experience of the psychologist.

3. The levels should be as comparable as possible among all the relevant agencies. This consideration would apply to national certification, state certification, and membership grades in national and state associations.

4. The levels should reflect the trend toward higher standards of training and experience, while at the same time protecting the interests of established psychologists of demonstrated competence who might not meet the formal requirements of new standards.

In the following sections the application of the general principles to specific problems of definition will be examined in order to formulate recommendations for practice.

CERTIFICATION

The need for clearly defined levels of professional competence becomes obvious in relation to the problems of certification. The two types of certification under consideration are the professional, where standards are set by the psychological group itself, and the legal, where standards are set by the state. The American Board of Examiners in Professional Psychology (ABEPP) has already been established and has set standards which, except for persons in whose cases certain requirements will be waived, call for the doctoral degree and five years of professional experience. Such standards are high but necessary to indicate the diplomate level. They compare favorably with the requirements set by other professional specialty boards and make possible the acceptance of psychologists on a high professional status. There is also great need for a standard of professional qualification at a lower level that would characterize competent persons having less experience. Although it does not seem desirable for ABEPP to establish such a level, the goal can be accomplished in other ways.

One important way is through state legislative action which may involve either certification or licensing. In certification no restriction is placed on practice but only on the use of a title such as "Certified Psychologist." In licensing, a restriction is placed on practice as well as on the use of certain titles. Careful consideration of these alternatives leads the Board to believe that certification is the more desirable objective for psychology at present.

The reasons for this belief relate to the difficulties which exist at present in defining the field, in the establishment of exact standards, and the dangers of too early crystallization of requirements.

Once the decision to certify is made, the issue arises as to the level of experience considered necessary for certification. In such a plan as that successfully adopted in Connecticut, legislative action has specified the level of the doctoral degree plus one year of experience. The law there differs from the Virginia law, which requires five years of experience in addition to the doctorate. Although the latter law sets admirably high standards and duplicates the requirements set by the professional examining board, it does not include a desirable first stage of certification, such as is provided by the Connecticut law.

Another, and quite important, distinction between the Connecticut and Virginia laws involves the principle of the inclusiveness of certification. Whereas the Virginia law specifies the certification of "clinical psychologists," the Connecticut law certifies "psychologists" generally. After consideration the Board felt that it was desirable at this lower level of relative non-specialization to accept the undifferentiating certification represented in the Connecticut law. Such a plan makes it possible for the public to identify psychologists who are recognized members of the profession.

The Board therefore recommends to the Conference of State Psychological Associations that when it seems desirable and possible for any state society to promote legislation for standards, it be of the certification type rather than the licensing type and that the level be set at the doctoral degree plus one year of experience, and that no attempt be made at this level to differentiate among the specialized fields of practice. The Board further suggests that the Conference might consider the possibility of drafting model legislation for presentation to the individual state societies. This would encourage the establishment of uniform laws and thus would facilitate reciprocity among states.

MEMBERSHIP LEVELS

Membership in the APA is another measure of the preparation and qualifications of the individual psychologist. To avoid confused and variable standards, it may be desirable to define the grades of membership in terms parallel to those advocated

for levels of certification. At present, the requirement for election as Fellow ordinarily includes the possession of the doctoral degree and four years of acceptable professional experience. For certification, ABEPP requires a minimum experience of five years. This discrepancy could be removed without difficulty by changing the minimum experience requirement for Fellows to five years at some announced future date. This step would make it easy for certain divisions, whose interest is in a certifiable specialty, to substitute certification for the training and experience requirements for the election of its Fellows. It would also be an advantage to the divisions with theoretical and experimental interests, in that Fellowship would designate the same high standard as that required for certification.

In keeping with the trend toward higher standards for newly trained psychologists, the APA may wish, in a few years, to define the minimum admission requirement for new Associates as the possession of the doctoral degree. This would be harmonious with the definition of the primary grade of certification at the state level, which should require the doctorate. If this stage is reached, the Association will be better prepared than at present to answer the demands of civil service, military, and other organizations for a basic definition of psychologist. A *psychologist* would then be a person who has received a doctoral degree in psychology from an accredited institution.

The Policy and Planning Board suggests that the raising of standards for membership be done gradually, with full discussion and thoughtful consideration, and without prejudice to the status of the present Associates of the APA. It is especially important that persons without the doctoral degree who are now members of the Association shall not be threatened with loss of membership rights or voting privileges. It therefore recommends new requirements for membership to be considered for an effective date such as January 1, 1950, and that they should apply only to those who may be elected as Associate, or advanced to Fellow, after that date.

If these proposals are approved by the Council of Representatives and by the members of the APA, changes in the by-laws would be made substantially as follows:

The minimum requirement for election as a *Fellow*,

after January 1, 1950 would be the possession of a doctoral degree, and five years of acceptable professional experience. To this might be added such evidence of professional qualifications as may be required by the several divisions, which may include research publication in some divisions, and additional or different demonstrations of competence in other divisions. This would not affect Fellows elected before 1950.

The minimum requirement for initial election as an Associate, after January 1, 1950, would be the possession of a doctoral degree, which is approximately the level recommended for certification by the states. The change would have no effect on present Associates, or on those elected up to 1950. As at present, Fellows and Associates would be the voting members of the Association.

After January 1, 1950, new *Affiliates* would include persons with qualifications less than those of Associates. Student Affiliates, Foreign Affiliates and Division Affiliates would remain as at present.

The Policy and Planning Board recommends these changes and proposes that suitable amendments to the by-laws be submitted to the Council and to the members.

ACCREDITATION

What the psychologist becomes is, to a large extent, determined by the quality of his training. Such training, then, is a matter of paramount interest to the profession as a whole, and the specification of minimum standards is a problem which merits the never-failing attention of the American Psychological Association. It is the opinion of the Policy and Planning Board that such specification can best be carried out by means of accreditation procedures.

Accreditation is expensive and time-consuming; it has long-range implications for the profession and for the institutions evaluated. It has powerful potentialities for good and some possibilities of endangering the rapid development of training. The reasons for accreditation are of importance, however, and must be thoughtfully considered by the members of the Association.

In its simplest form, accreditation means that some agency, such as an Association committee, examines the training facilities and procedures of institutions and decides which institutions satisfy certain criteria of "adequacy." The list of such institutions is made public.

Accreditation is primarily a protective device for three groups of people,—the public, the profession, and the student. Consider first the public. Accreditation provides for the public an explicit guarantee that a graduate of an accredited institution has had a specified minimum of appropriate training experience. Obviously, it cannot indicate how much the person has learned from this experience, but it does indicate that the training personnel of that institution has adjudged him sufficiently trained to be graduated with a degree and accorded the status of a professional colleague. Since the training personnel who made this judgment are accredited, i.e., are themselves judged competent for this task by the profession's accrediting committee, the public has, in effect, a direct indication that the graduate is both competent and ethical.

In a profession that has such deep significance for the welfare and dignity of those whom it serves, the protection of the public has immediate and drastic importance for the profession itself. To the public, the acts of one psychologist inevitably are representative of all psychologists. If improperly trained and professionally unethical persons destroy public confidence, the profession cannot grow. The competent will go down with the incompetent. Justifiably, the public and other professional people will look with skepticism on the psychologists' efforts to serve their vital function in contemporary society. Accreditation will not eliminate this hazard altogether, but it will markedly reduce the dangers and will insure able members of the profession that the effectiveness of their services will not be diluted by inadequately trained colleagues.

Not the least part of an accreditation procedure is the protection it gives to the individual in training. Confidence in one's own training and capabilities is an important and necessary aspect of professional attitude and practice and is best nurtured by the approval of one's peers and superiors. The properly trained psychologist may be expected to develop an attitude toward his work which, when combined with serious self-assessment, guarantees fitting professional behavior. The individual learns to have respect for himself and insight into his own limitations. Concurrently he develops an understanding of his colleagues, and the mutual regard thus formed between individuals is a firm basis for inter-professional relations. Psychological effects of the type mentioned are of great importance

in insuring the status of a given individual. These subjective standards are as important as legislative restrictions in insuring that the individual without adequate training will not practice to the detriment of society, the profession, and himself.

It is recognized that accreditation is not an unalloyed blessing. It may bring with it certain undesirable consequences whose elimination will require unremitting and continuous effort. In particular, accreditation may lead to: (1) curriculum rigidity and conservatism in the face of new advances; (2) a distrust of healthy modification and experimentation as contributors to progress; and (3) a conservative, restrictive "ingroup" attitude on the part of individuals which may be detrimental to the general welfare of the profession. Only an accreditation program which is experimental, forward-looking, and responsive to criticism can safeguard against such dangers.

Many factors of present-day life are conducive to accepting sub-minimal standards for training in the profession of psychology. In particular, the argument is emphasized that psychologists are so badly needed that the psychological profession owes it as a duty to society to supply them as rapidly as possible. The Policy and Planning Board takes the position that the welfare of the public, the profession, and the student will be best served if adequately trained psychologists are supplied at as rapid a rate as is commensurate with proper quality safeguards.

Conclusions derived from the Board's discussion may be summarized as follows:

(1) Accreditation, generally conceived, may be by specialized areas or with reference to the total field of psychology. Inasmuch as the need is most pressing in the field of clinical psychology, accreditation should be carried out in that area first. At present, the Board is not in a position to consider all ultimately desirable goals in accreditation, and it is certainly not ready to propose that accreditation be applied in all specialized fields and in the general field. However, a great need for explication of the problem exists in clinical psychology. Only the future, near or remote, may tell when accreditation is desirable in other areas representing restricted or general subject matters and professional interests.

(2) The APA has responsibility for designating appropriate agencies for accrediting psychological training in various areas where the need may arise.

(3) Accreditation should include visits by members of the accrediting agencies to the institutions under examination.

In view of these considerations, the Policy and Planning Board recommends that the APA continue its present policy of evaluating and accrediting institutions in the field of clinical psychology. It is recognized that the practice will retard somewhat the rate of production of persons who might be employed in positions which should demand adequately trained clinical psychologists. Despite this fact, the Board is of the opinion that the long-range advantages to the public, the profession, and the individual student will far outweigh whatever temporary benefits might be derived from the training of marginally useful personnel.

NON-DOCTORAL TRAINING

Psychology has many responsibilities for training other than the preparation of professional psychologists. Although in the opinion of the Board professional practicum courses should not be offered at the undergraduate level, effective undergraduate teaching in psychology imposes the obligation on the profession to provide, in addition to theoretical and indirect acquaintance with psychological phenomena through books and lectures, direct contact with practical materials and life-like situations. This is important since it permits students considering a career in psychology to become more intimately acquainted with the breadth and social implications of the field. Just as important is the contribution of such teaching to the general education of the student not primarily interested in psychology as a profession but rather in preparing himself for other fields or for better carrying his responsibilities as parent and citizen.

This would encourage, as essential elements of courses in psychology, the use of sample testing, experiences with interview techniques, field study of individual differences, observation of children and adults under various conditions, and the ways of studying psychological phenomena in a first hand way. The intent here is quite different from that of a professional course which aims, through varied and intensive practice with a diagnostic, manipulative or therapeutic procedure, to achieve the practical training of the psychologist in its skilled use.

The implications of this view carry over to the graduate level. It is the opinion of the Board that

MA degrees awarded for lower level professional training of the psychologist should be discontinued. It is, however, desirable that work for the MA degree taken in the field of psychology for cultural, scientific, or general social reasons be continued.

More important, however, is the possible place of an MA degree as evidence of accomplishment for various fields closely associated with psychology in an ancillary or technical relationship. Specialists such as vocational guidance workers, personnel technicians, speech correctionists, counselors, teachers of exceptional children, test technicians, and workers in the remedial field require a considerable amount of instruction in certain aspects of psychology. It is important that this training be obtained under psychological auspices and that such persons shall work in association with or under the supervision of psychologists.

THE BROAD RESPONSIBILITY OF PSYCHOLOGY

In the present emphasis upon certification and accreditation there is some danger that we may be giving undue attention to clinical psychology to the neglect of other fields equally important for the advancement of psychology as a science and as a profession.

Many of the problems discussed in reference to clinical psychology recur in these other fields. That is, there are the problems of defining a psychologist at approximately doctoral level and at a higher level, such as represented by Fellowship status in the Association. Then there are the problems of non-doctoral training for work in public opinion study, in recreation, in advertising, in teaching, or other fields,—that is, for people profiting by psychological training but not to be considered as psychologists. The problems of recognizing or in some way accrediting training institutions and facilities in these fields are logically no different than in clinical psychology. It is important to recruit able students if the tasks requiring such training are to be competently manned.

Social Psychology. Attention may be called to the importance of studies bearing on public policy in matters of inter-group and international relations. Developments in public opinion study represent but one aspect of this opportunity. It would be a serious mistake if the developments in psychology failed to include cooperation with other social sciences in furthering adequate training and research

in these fields. Psychology has a public responsibility in relation to many aspects of problems of human relationships.

Educational Psychology. The schools, both public and private, are institutions making use of psychological principles. The potential service of psychology to the schools, and through them to citizenship training, is very great indeed.

While at one time educational psychology had a prestige position in relation to education, the Board believes this prestige to have been diminishing in the last years rather than increasing. If this belief is correct, the responsibility for not giving to education the kind of help which the educator needs rests within the psychological profession.

The early concepts of educational psychology in the fields of measurement and of subject-matter learning are no longer fully appropriate to current educational objectives and curricular practices.

Perhaps the most satisfactory place of psychology in relation to education has been in the guidance and clinical services, where the usefulness of psychology is recognized by the educator, although in most places inadequately provided for in school budgets. The service of psychology has been less satisfactory in the applied psychology of learning and in the social psychology of the school situation.

It is urged that psychologists recognize this state of affairs, and explore the opportunities to do research cutting across departmental or school lines in order to improve the service of psychology to the educational profession.

Experimental Methods. The teaching laboratory may become, like the statistical laboratory, a place in which methods of obtaining and handling data for purposes of science would be learned, rather than some particular content. It is true that methods need to be learned in situations resembling those in which they are likely to be used. For this reason the experimental laboratory course should provide a variety of content beyond that traditionally contained in it. It is also true, however, that some types of content lend themselves better than others to the teaching of principles of scientific method.

The content of the traditional laboratory, as content, may be taught in separate courses or in specialized laboratories. What is needed in common by all psychologists is the training in experimental

procedures and methods in relation to a theoretical rationale. For example, the person who is to work out the problems of accident reduction in a modern industrial establishment must know by actual practice the fundamental principles of setting up an experiment and checking the results. With appropriate theoretical background he will be prepared to search for and identify the significant variables such as those involved in peripheral vision and depth perception as well as the social factors.

If psychology is to continue its development as a science, those prepared by ability, training, and interest to work in the field of pure science should receive full encouragement and support. Their work in delving into the unknown contributes to the fundamental development of psychological knowledge. The Board proposes to examine more fully in a later meeting the problems of personnel, standards, facilities, and methods, which represent the interest and responsibilities of the APA as a scientific organization in the richer development of psychology as science.

THE PRACTICE OF PSYCHOLOGY

A number of problems have arisen from the recent wide extension of the professional practice of psychology. In this formative period, psychology has an opportunity to evolve the principles and ethics of practice that will most effectively attain its broad objective, which is the maximum welfare of the clients who are served. Psychology must adopt only those procedures and methods that will protect the public against inadequate or fraudulent services. The profession must also be protected from disrepute that might arise both from the quackery of pseudo-psychologists, and from the ill-considered enthusiasms of its own members.

The Central Office and many individual psychologists frequently are asked for opinions on practicing agencies. Sometimes it has been difficult to warn inquirers against quacks, and to direct them to reliable sources of help, because of the lack of a list of accredited centers for psychological service. Until a list of approved agencies is available, it will be impossible to provide adequate information for those who wish it.

The Board therefore regards the preparation of such a directory as a project of the highest priority. The work of the Committee on Psychological Serv-

ice Centers should be supported and expedited. It is recommended that this Committee work with and through the state psychological associations, to utilize local information fully and to coordinate the preparation of national and state directories of psychological service centers.

The two principal patterns in which psychological service may develop are group practice and individual practice. Considerations that favor each of these types of service were discussed at length by the Board. Group practice offers many advantages in mobilizing the services of a number of skilled persons, and often of a number of professions, in the analysis and determination of the client's basic problems and in the selection of methods and techniques to deal with the condition. There is also the opportunity to select the best prepared specialist and to secure consultation during the process of therapy, retraining or rehabilitation. Although these factors apply most clearly to the practice of clinical psychology, they are also applicable to industrial, personnel, and other fields. On the other hand, group practice cannot be mandatory in all instances. In some small towns and rural areas, it is conceivable that an individual psychologist may give valuable service when group service would be impracticable. This is an issue on which a final recommendation cannot be made at this time, but full and thoughtful discussion by the appropriate Divisions, and by interested psychologists, is recommended.

Problems of professional ethics are closely allied to those of professional practice. The preparation of a code of ethics, for which a special committee recently has been appointed, will be of great value. Also of value will be a wide discussion, among the membership of the Association, of ethical problems for the purposes of uncovering the ethical issues on which decisions will have to be made.

SPECIAL PROBLEMS

Correspondence from members raised certain additional problems, and the Board also reviewed some of the recommendations made in its annual report for 1946.

Central Office. In the previous report, the Board emphasized the desirability of decentralizing APA activities as much as possible. It was felt that participation by divisions, affiliated societies, com-

mittees and individuals would be an important factor in maintaining the vigor and initiative that have so vividly characterized the growth of psychology in the past. For this reason, the Board again considered at some length the functions of the Central Office, and reviewed its activities of the last year.

The Executive Secretary reported the plans for future publication of the Yearbook, and these appeared to be suitable for the present needs of the Association.

Special consideration was given to the employment service aspect of the Office. At the present time there are relatively few applications for positions on file, but throughout the year there has been a heavy volume of requests for assistance in locating prospective employees. It was agreed that the service should be continued, and that the Executive Secretary should be urged to take the initiative in recruiting a larger number of employment registrations. The service is moderately expensive and there was discussion of the propriety of charging a special fee for registrants, but the Board concluded that a fee high enough to cover the cost of the service would be an undue burden on the very members most in need of it.

Attention was given to the long-range aspects of the Association's financial status. Various favorable factors led to the conclusion that it would now be safe to provide additional assistance of a professional character in the Central Office in order to release the Executive Secretary's time for more extensive personal consultations with affiliated groups. In view of the important role of the State Associations in the profession's development, the Board felt it important that the Executive Secretary assist the Conference of State Associations, as much as possible, in their efforts to establish state associations where none now exist.

Annual Dues. The present financial status of the Association does not warrant any extensive increase in dues unless and until greater services are desired of the Central Office. Discussion of this matter led at once to a consideration of the differential rates charged Fellows and Associates. Attention was called to the fact that Fellowship status was originally intended to signify outstanding achievement in the profession. At one time this honor was accompanied by the voting franchise, a privilege denied

the Associates. Since reorganization the franchise has been extended to include all members, both Fellow and Associate, and now the only significant difference between the two designations is a financial one. Fellows pay \$15 a year and Associates pay \$10. The Board sought means of divorcing the financial factor from the considerations determining elevation to Fellowship.

After a discussion of several plans, it was concluded that uniform dues for Fellows and Associates would be desirable. Twelve dollars a year would provide income to the APA approximating that derived from present dues.

Division Representation. Communications from the members have indicated certain difficulties in the operation of the various Divisions. These have led the Board to recommend changes in the by-laws necessary to effect two modifications in the plan of Division representation.

Because the Secretary of a Division exercises a major role in its activities, because he needs to be fully informed in all matters affecting the Division, and because his election tends to indicate a high degree of confidence on the part of the Division membership, it was felt that the Secretary of each division should serve as a Representative to the Council for a term corresponding to his term of office as Secretary. The number of Representatives of a Division would remain as designated in the present by-laws, and the Secretary would then constitute one member of the quota of each Division. If any society which is a Division of the APA should elect as Secretary a person who is not a member of the APA, that Division would then choose a member as Divisional Representative to substitute for the Secretary.

Since election procedures continue to present complications to Division members because of the large number of nominations required each year, the Board recommends that the term of office of Division Representatives should be three years instead of one. Division Secretaries would constitute an exception, since in some cases secretarial terms might be longer than three years. Terms should be staggered to achieve continuity within

the Council. In case the size of a Division should be reduced at any time so that the new quota becomes less than the existing membership on the Council, the incumbent Divisional Representatives would complete their terms.

Manual for Division Officers. Because of the many administrative relationships which are a natural outgrowth of the divisional organization of the APA, it seems desirable to the Board that the office of the Executive Secretary prepare a manual for the use of the Division officers. Such a manual would serve the purpose of reducing the work of both the Division officers and the Executive Secretary by keeping officers informed of the Divisions' responsibilities in relation to such matters as nominations, procedures for endorsing Fellows, etc., and the services which the Association as a whole through the Central Office provides in the way of financial contribution, mailing aid, etc.

The manual should have a calendar giving the important events and deadlines for the year in addition to a section describing in detail the procedures with respect to the various interrelated functions.

The Board elected Robert R. Sears its Chairman for 1947-1948.

This report is published annually sufficiently in advance of the Annual Convention in September that there may be opportunity for widespread discussion of the issues presented. It is especially important that attention be given to the suggestions and recommendations for legislative action by the Council of Representatives.

Marion A. Bills (1945-1948), *Secretary*

Clarence H. Graham (1946-1949)

Ernest R. Hilgard (1945-1948) *Chairman*

Donald G. Marquis (1945-1947)

Robert R. Sears (1946-1949) *Chairman-elect*

Laurance F. Shaffer (1945-1947)

David Shakow (1946-1949)

Ruth S. Tolman (1945-1948)

Lloyd N. Yepsen (1945-1947)

CLINICAL TRAINING FACILITIES: 1947

A REPORT FROM THE COMMITTEE ON GRADUATE AND PROFESSIONAL TRAINING

ROBERT R. SEARS

Iowa Child Welfare Research Station

At its interim meeting in December 1945, the Board of Directors received a request from the Veterans Administration to provide a list of institutions that possessed adequate facilities for providing training to the doctoral level in clinical psychology. The Board referred this inquiry to the Committee on Graduate and Professional Training, which had been collecting fairly extensive data about graduate training facilities during the preceding months. Certain of these data appeared to be useful for evaluating the adequacy of training facilities, and the Committee re-examined them with the following aspects in mind: (1) specialized clinical staff members, and (2) practicum facilities with suitable supervisors. A summary of the data so examined was published in *THIS JOURNAL* in May 1946.¹

By September 1946, twenty-two institutions had reported facilities that seemed to the Committee adequate for doctoral training in the clinical field. The Veterans Administration at once began to introduce graduate students into these departments, and early in this present school year there were approximately two hundred such students enrolled in these twenty-two institutions.

The pressing demand for clinical psychologists in various branches of government service, as well as in educational institutions and local clinics, led the Veterans Administration to plan for a much larger program for next year. In the meantime, the U. S. Public Health Service had developed a similar program, and, at the September meeting of the Council of Representatives, presented a request that the APA provide it with a list of training institutions also. In the case of both government agencies, it is evident that the administrative officers desired to have the psychological profession itself determine what constituted adequate training facilities.

The Council of Representatives accepted this responsibility, and requested the Committee on Graduate and Professional Training to "prepare further information on departments of instruction and programs of training."² The present report describes the findings of such study; it is limited to institutions which have declared their intention of presenting doctoral training in clinical psychology.

PROCEDURE

The impetus to clinical training by the Veterans Administration program had been so great during the preceding months that the fall of 1946 found most institutions radically changed in personnel and facilities. It was therefore necessary for the Committee to start from scratch and collect detailed information about each department. The extent of this task precluded the possibility of using a visitation method by members of the Committee, although it has been evident from the beginning that institutional programs are frequently very highly individualized and only a direct, personal study of the situation provides a really adequate understanding of the nature of the training program. In lieu of such investigation, the Committee prepared extensive questionnaires which were submitted to the department chairmen.

Four types of questionnaires were prepared. The *first*, to be filled out by the department chairman himself, provided information about the staff, its teaching and research specialties, amount of time devoted to various activities, number of students, graduate curriculum, and library facilities. The *second*, to be filled out by the department's director of clinical training, provided more information about the clinical training program itself and the details of practicum facilities. The *third*, one copy of which was to be filled out by each member of the

¹R. R. Sears, Graduate training facilities. *Amer. Psychologist*, 1946, 1, 135-150.

²Proceedings, Fifty-Fourth Annual Meeting, American Psychological Association. *Amer. Psychologist*, 1946, 1, November, 493-532 (Item 64, p. 500).

clinical staff and each practicum supervisor whether on the staff or not, provided details of the individual staff member's training and experience in the clinical field. The *fourth*, to be filled out by each member of the staff who was engaged in non-clinical graduate teaching, provided similar information, but was oriented to non-clinical matters. Both the latter two questionnaires served to give information concerning teaching load, type of teaching, relation of the teacher to the graduate training program, and several forms of past experience.

These materials were sent to the chairmen of departments in the twenty-two institutions which had been reported as having adequate facilities in the previous year and to all other institutions in the United States which were known to present doctoral work in psychology. This list was obtained from the Committee's previous survey.

Questionnaire materials had been returned by thirty-three institutions in mid-January, and on January 26-27 the Committee met in Chicago for a study and evaluation of them.

Since both government agencies wanted, among other things, a judgement as to which institutions had adequate facilities for doctoral training in clinical psychology, the Committee spent the first day in studying several types of programs and in developing some objective standards, or criteria, by which the institutions themselves and the Committee could judge how nearly and in what ways a given program approached this goal of "adequate facilities." The remainder of the time was devoted to a detailed study of each of the thirty-three programs in order to determine the degree to which each institution met the criteria. In the three months since the Committee met, seven additional schools have submitted data which have been evaluated by mail.

In each instance, the Committee's evaluation and recommendations have been submitted directly to the department chairman concerned. The final listing of facilities in Table 1 has been verified through this correspondence.

TWO LISTS

The two government agencies are interested in somewhat different matters. The USPHS requested a list of all institutions available for doctoral training in clinical psychology, and wished to have some notation as to what each institution

needs in order to bring its facilities up to what the Committee considers adequate. The VA, on the other hand, wished a list of institutions which are already fully adequate or have such minor needs as can easily be met by some assistance from the VA itself. The following paragraphs are quoted from the Committee's report to the Officers and Board of Directors of the Association:

"The list for submission to the Veterans Administration includes those universities which have presently adequate facilities for training to the doctoral level in clinical psychology. Many of these institutions need nothing additional, in the Committee's opinion, to give excellent training in this field. Some of the institutions need certain modifications or additions to their programs, staffs, or practicum facilities. These changes or additions are of relatively minor importance, however, and in the Committee's opinion should not hold up the VA from initiating its training program in those institutions.

"The second list, which has been prepared for submission to the U. S. Public Health Service, is to be considered as including all those institutions presented in the first list, and in addition includes several institutions that have fairly serious need of some modification in their program or of additional facilities. The Committee is specifying its interpretation of these needs in each case, and does so on the assumption that, if these needs are met, the given institution will thereby become a fully acceptable one for doctoral training in clinical psychology. Under such circumstances its name might be referred to the Veterans Administration for inclusion in its list of approved institutions."

In Table 1, the institutions included in the list prepared for the VA are indicated by an asterisk.

CRITERIA OF ADEQUATE FACILITIES

In order to have a yardstick by which the different training programs could be evaluated, a set of thirteen criteria were developed. These relate in the main to staff and to practicum facilities. The reason for this lies in the Committee's assumption that competent professional psychologists supplied with adequate tools, and working in a satisfactory organizational matrix, may be relied upon to produce effective training. In this case, tools refers to practicum facilities.

This assumption has had two consequences: (1)

that there should be little emphasis on the details of curricular requirements, and (2) that teacher-student ratio should be determined by the department's own experience and needs. The criteria, therefore, are the Committee's estimate of the *minimum* facilities required for the training of even one student to the Ph.D. in clinical psychology. How many *more* than one can be trained with such facilities is a matter for local decision.

In one respect this reasoning has been violated; five areas of study have been listed as required. However, nothing is said as to how the student is to gain his competence; it may be by courses or may simply be verified by comprehensive examination. With this exception, the Committee has concerned itself only with staff and practicum facilities.

In order to understand the descriptions of criteria, it is necessary to keep in mind the following definitions:

1. Full-time graduate teacher = a sum of 1.0 obtained by adding together the fractional amounts of time contributed to graduate teaching by the various staff members.
2. Class A non-clinical teacher = Ph.D. previous to 1944; evidence of research orientation (e.g., published papers, directed theses, teaching research methods).
3. Class A clinical teacher = Ph.D. previous to 1944, or M.A. (or later Ph.D.) with 3 years of clinical experience, or qualifies as Fellow in Clinical Division, APA; shows evidence of research orientation.
4. Class A practicum supervisor = Ph.D., or M.A. with 3 years of clinical experience. Must be a psychologist, *not* psychiatrist, etc.

The criteria are as follows:

A. Basic staff.

1. There must be a total of not less than seven Class A persons on the staff, of whom four must contribute to graduate non-clinical teaching.
2. The amount of graduate non-clinical teaching must be equivalent to that provided by 2.0 "full-time graduate teachers."

These criteria reflect the Committee's opinion that there should be considerable diversity of staff members with whom a

student can come in contact and be influenced. Since the Ph.D. is our highest academic degree, it seems reasonable to suppose that a student obtaining it should have had the opportunity to work with real experts in at least some of the fields. Unless there are at least seven persons, of whom three might be clinicians, it seemed likely that a good deal of the non-clinical graduate teaching would be performed by people whose main talents did not lie in the fields in which they taught courses.

B. *Curriculum requirements.* The curriculum must require that clinical students, for the doctorate, either take courses or pass comprehensive examinations in the following five fields.

1. Statistical or quantitative methods
2. Experimental methods. (Laboratory, research methods.)
3. Systems or theory.
4. Personality and psychodynamics.
5. Projective techniques.

Certain other types of *clinical* training (besides 4 and 5) which instantly leap to one's mind as being essential to the clinical Ph.D. are not listed here because they exist uniformly in all institutions, and there would be nothing gained by adding them formally to the list. Training in projective techniques is included not only because it is considered important in its own right, but also because, in some degree, its presence in a curriculum gives evidence of progressive administrative policy in the development of clinical training. The *non-clinical* areas listed here (1, 2, 3) represent the foundation of general psychology, and the Committee's action in this matter represents a very widespread opinion among both clinicians and non-clinicians that the Ph.D. degree, no matter in what area of psychology, should be a representation that the individual holding it is fundamentally a psychologist and has the conception of research and scholarship implied by that degree.

C. Graduate clinical staff.

1. There must be one Class A clinical teacher

who is not less than half-time on the psychology department budget.

2. There must be a total of not less than three persons who contribute to the regular teaching of graduate students in clinical psychology.
3. Their combined graduate teaching load in clinical psychology must total not less than that of 1.0 "full-time graduate teacher."

This criterion provides for some diversity in the people with whom the graduate student in clinical psychology comes in contact. He is not dependent upon the views or skills of a single faculty member in this field. It was the Committee's belief that a student should have an opportunity to secure his training, in part, from at least three different clinical persons. These persons might be devoting part of their time to practicum supervision or to undergraduate teaching or to the teaching of non-clinical graduate work, but at least they would all be sharing in the training of any student in the graduate clinical program.

The requirement that there be one person more than half-time on the department budget was selected in order that there might be someone who would be genuinely responsible for organizing the clinical program within the department and in connection with other departmental activities. It was the Committee's belief that if the supervision and programming of the entire training program were left to someone who served in no more than a consultant relationship to the department, there would inevitably result a lack of integration of the clinical program with other programs in the department, and that such a person would not be in a satisfactory position to understand fully the views of other members of the department, or to participate sufficiently in the total planning of graduate work in the institution.

D. Practicum facilities. There must be three practicum facilities in each of which there is one Class A practicum supervisor; these three super-

visors must be composed of at least two persons (in other words, one person might be supervisor for two of the three practicums), and they may be the same persons listed under "clinical staff." These three practicum facilities must include:

1. A psychiatric facility in which the student will have opportunity to work in a team relationship with a psychiatrist.

This is designed to provide experience with psychotic and neurotic adults. So far as the VA's needs are concerned, a VA psychiatric hospital or general hospital NP section or a VA mental hygiene unit, would be sufficient. If the department accepts non-VA students, however, an additional psychiatric facility must be available, since the VA facilities would not be available to non-VA students.

2. A child clinic.

This might be a conventional mental hygiene clinic, a pediatric department of the hospital, a psycho-educational clinic, or any other facility in which children formed the major clinical client.

3. One additional practicum of any kind.

(Text continued on page 204)

CRITERIA LEGEND

A. Basic Staff

1. Seven Class A persons on staff
2. Graduate non-clinical teaching = 2 full-time graduate teachers.

B. Curriculum requirements

1. Statistical or quantitative methods
2. Experimental methods
3. Systems or theory
4. Personality and psychodynamics
5. Projective techniques

C. Graduate clinical staff

1. One class A clinical teacher; not less than half time on department budget
2. Three persons for regular teaching of graduate students in clinical psychology
3. Their combined graduate teaching load = not less than 1 full time graduate teacher

D. Practicum facilities

1. Psychiatric facility; students have opportunity to work in team with psychiatrist
2. A child clinic
3. One additional practicum of any kind

TABLE 1

The extent to which 40 institutions meet the Committee's 13 criteria of "adequate facilities" for doctoral training in clinical psychology. See text for definition of criteria.

INSTITUTION	ADMINISTRATIVE OFFICER	ADDRESS	CRITERIA												
			Basic staff		Curriculum					Clinical staff			Practicum		
			A1	A2	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3
*California: Berkeley	E. C. Tolman	Berkeley	+	+	+	+	+	+	+	+	+	+	+	+	+
*California: Los Angeles	Roy M. Dorcus	Los Angeles	+	+	+	+	+	+	+	+	+	+	+	+	+
*Catholic Univ. of Am.	Thomas V. Moore	Washington 17, D. C.	+	+	+	+	+	+	+	+	+	+	+	+	+
*Cincinnati	Arthur G. Bills	Cincinnati	+	-	+	+	+	-	+	+	+	-	+	+	-
*Clark	Vernon Jones	Worcester, Mass.	+	+	+	+	+	+	+	b	b	+	+	+	+
Colorado	K. F. Muenzinger	Boulder	p	p	+	+	+	+	+	+	p	+	+	b	+
*Columbia Univ.	H. E. Garrett	New York	+	+	+	+	+	+	+	p	+	+	+	+	+
*Columbia: TC	L. F. Shaffer	New York	+	+	+	+	+	+	+	+	+	+	+	+	+
Denver	L. W. Miller	Denver	+	b	+	+	+	+	p	+	+	+	+	+	+
*Duke	Donald K. Adams	Durham, N. C.	+	+	+	+	+	+	+	+	+	+	+	+	+
Florida	E. D. Hinckley	Gainesville	+	-	+	+	-	-	+	+	-	a	-	+	+
George Washington	Thelma Hunt	Washington, D. C.	+	-	+	b	b	b	+	+	+	b	+	p	+
Georgia	A. S. Edwards	Athens	-	+	+	-	-	b	+	+	-	p;V	+	+	+
*Harvard	Robert W. White	Cambridge, Mass.	+	+	+	+	+	+	+	+	+	+	+	+	+
*Illinois	Hertert Woodrow	Urbana	+	+	+	+	+	+	+	+	+	+	+	+	+
*Indiana	B. F. Skinner	Bloomington	+	+	+	+	+	+	+	+	+	+	+	+	+
*Iowa	K. W. Spence	Iowa City	+	+	+	+	+	+	+	+	+	+	+	+	+
*Kentucky	M. M. White	Lexington	+	b	+	+	+	-	+	+	+	+	+	+	+
Michigan State Coll.	H. H. Anderson	East Lansing	b	b	+	+	+	+	+	b	b	+	b	+	+
*Michigan, Univ. of	D. G. Marquis	Ann Arbor	+	+	+	+	+	+	+	+	+	+	+	+	+
*Minnesota, Univ. of	R. M. Elliott	Minneapolis	+	+	+	+	+	+	+	+	+	+	+	+	+
Nebraska	D. W. Dysinger	Lincoln	+	-	+	+	+	+	b	+	+	b	+	+	b
	D. A. Worcester														
*Northwestern	R. H. Seashore	Evanston, Ill.	+	+	+	+	+	+	+	+	+	+	+	+	+
*Ohio State	H. E. Burr	Columbus	+	+	+	+	+	+	+	+	+	+	+	+	+
*Pennsylvania State Coll.	B. V. Moore	State College	+	+	+	+	+	+	+	+	+	+	b;V	+	+
*Pennsylvania, Univ. of	R. A. Brotenarkle	Philadelphia	+	+	+	+	+	+	+	+	+	+	a	+	+
*Pittsburgh	Wayne Dennis	Pittsburgh, Pa.	+	+	+	+	+	+	+	+	+	+	+	+	+
*Purdue	F. B. Knight	Lafayette, Ind.	+	+	+	+	+	+	+	+	+	+	a;V	+	+
*Rochester	G. R. Wendt	Rochester, N. Y.	+	+	+	+	+	+	p	p	p	p	+	+	+
*Univ. Southern Calif.	Neil Warren	Los Angeles	+	-	+	+	+	+	+	+	+	+	+	+	+
*Stanford	E. R. Hilgard	Stanford Univ., Calif.	+	+	+	+	+	+	+	+	+	+	+	+	+
*Syracuse	Roland McKee	Syracuse, N. Y.	+	+	+	+	+	+	+	+	+	+	+	+	+
	R. G. Kuhlen														
Texas	L. A. Jeffress	Austin	p	p	+	p	p	p	p	+	+	p	+	-	+
Tulane	Cecil W. Mann	New Orleans, La.	p	p	+	+	-	+	+	+	+	b	a;V	a	+
*Washington U.: St. Louis	John P. Nafe	St. Louis, Mo.	+	+	+	+	+	+	+	+	+	+	+	+	+
U. of Wash.: Seattle	Roger Loucks	Seattle	+	-	+	+	+	+	+	+	+	-	-	+	+
Wayne Univ.	Gertha Williams	Detroit, Mich.	-	-	+	-	-	+	+	+	-	-	+	+	+
*Western Reserve	Calvin S. Hall	Cleveland 6, Ohio	+	b	+	+	+	+	+	+	+	+	+	+	+
*Wisconsin	Norman Cameron	Madison	+	+	+	+	+	+	+	p	p	+	+	+	+
*Yale	C. I. Hovland	New Haven, Conn.	+	+	+	+	+	+	+	+	+	+	+	+	+

Symbols: + = meets criterion fully.

- = fails to meet criterion.

a = facilities are available; in process of arrangement.

b = facility or staff position has been budgetted.

p = plans completed but dependent upon securing further financial support.

V = psychiatric team practicum available for VA students only.

* = recommended for VA training program.

While considerable effort was made to define these various criteria accurately and objectively, the Committee is under no illusion that they can be applied in an easy and routine manner. Each institution has its own pattern and special arrangements.

Neither does the Committee consider these to be the only possible criteria. They are reasonable ones, however, and at the present stage of institutional development do not do violence to established training principles. On the positive side, they represent increased requirements beyond those established by the Committee last year, and a fair mark toward which growing schools can strive. If accreditation continues to be desirable for the profession, new criteria will gradually develop. Their nature is not altogether unpredictable, for the nation's best training programs will always and inevitably serve as the measuring sticks and models for accreditation criteria. The present criteria must be viewed only as steps along the way; they are useful for measuring one stage in a type of professional training that is changing and growing every year.

THE INSTITUTIONS

Forty institutions submitted information concerning their graduate training programs in clinical psychology. These included nineteen of the twenty-two which were approved in 1946; three of that group failed to return questionnaire material (Kansas, Fordham, New York University).³

In Table 1 is shown the extent to which each of forty of these institutions meets the 13 criteria listed above. Modifications in programs are going on so rapidly that it was evident from the beginning that plus or minus evaluations would not be very meaningful. In consequence, some additional notations have been used in order to indicate progress in meeting certain of the criteria.

Only 18 institutions meet all of the criteria. In addition to these, however, there are 11 institutions whose needs are relatively minor or for whom there is excellent prospect of early action in fully meeting the criteria. These two groups combined form the

list presented to the Veterans Administration; they are indicated by an asterisk. As rapidly as any of the remaining institutions reaches the degree of readiness-for-training indicated by the present VA list, it will be added to the VA list.

COMMENTS

Certain problems stand out for a number of institutions. First of all, there is the matter of staff. The great increase in demand for educational facilities has put a severe strain on the profession's supply of clinical psychologists. Even the larger and longer established training departments find themselves handicapped in some instances by inadequate numbers of clinical psychologists. The newer and smaller departments, which have not had a long history of training in this field, find the situation serious. It is gratifying to be able to report that there are no signs of a tendency to accept inferior personnel because of these difficulties. The situation is not likely to be alleviated to any great extent for another year or two, however, until some of the present students get their Ph.D.'s and have an opportunity to complete a year of internship.

A curious sidelight on the problem of staff comes from the area of practicum facilities. Institutions which are located in large metropolitan areas have had relatively little difficulty in securing adequate practicum arrangements, because the cities contain long-established clinics which have, in many instances, quite excellent staff. In smaller communities, however, where new practicum facilities are needed, the local agencies and the universities themselves have had considerable difficulty in securing appropriate personnel for non-university positions. The universities appear still to have some attractive power, and it looks at present as if the most seriously deprived group is that of newly established local agencies.

Another problem haunting a number of institutions is that of securing sufficient time from its staff for adequate graduate training in the non-clinical field. Several of the listed institutions have, quite recently, turned more heavily to graduate work after a long tradition of largely undergraduate teaching. Understandable difficulties are being encountered in reducing the undergraduate teaching load of the staff and in inaugurating

³These three institutions along with the University of Chicago, which turned in its material too late for inclusion in Table 1, and Tulane are cooperating in the clinical training program of the VA. For 1947-1948 the VA is continuing to send trainees to those institutions approved in 1946.

purely graduate work of sufficient quality and quantity to provide for adequate doctoral training.

Geography has played some other tricks. A number of institutions are located in small towns well away from a metropolitan center. In some of these cases, there is no local hospital for psychiatric cases, and it has proved exceedingly difficult to locate adequate practicum facilities of this type. These geographical difficulties may prove difficult for some to overcome; in other cases it will be possible to develop local clinics with a psychiatrist on the staff, the financing to be carried by outside agencies.

Physical space is another rather surprising difficulty. In ordinary times, most universities have a certain leeway for the expansion of individual departments, but with the great increase in undergraduate and graduate students resulting from the

termination of the war, most universities are being swollen to a point where they must erect temporary quarters for some offices and classrooms. The result is that any institution which has not previously had clinical facilities must beg furiously for the few additional rooms needed for its new activities. In two or three instances, expansion of clinical facilities is actually being held up by a lack of space.

Libraries on the whole show a pretty satisfactory status.

During the present year, the student load has been very severe in the majority of institutions. In most instances, the chairman reports that facilities exist for fewer students than are actually being processed at present. The necessity for reducing student populations and of making optimal use of present facilities points once again to the urgent need for adequate selective devices.

THE AMERICAN PSYCHOLOGIST
COMMITTEE ON GRADUATE
AND
PROFESSIONAL TRAINING



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ELAINE KINDER
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JEAN WALKER MACFARLANE
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Pennsylvania State College



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and Company*



CARROLL L. SHARTLE
Ohio State University

Comment

OPPORTUNITIES FOR NEGROES IN PSYCHOLOGY

In every state from Pennsylvania down throughout the Deep South there are a fairly large number of Negro colleges. Within these colleges one of the most neglected areas of the curriculum has been the course offerings in psychology. The usual practice is to give only those courses required for the certification of teachers. The teachers of these courses are usually members of the department of education.

Several factors are operating to increase the demand for more courses in psychology at these Negro colleges. There is also a definite attempt being made by administrators to obtain psychologists as instructors in these enlarged programs. One factor, which was evident before the war, is the general trend toward improvement of the quality of the curricula of these colleges. This is true particularly in the state colleges, most likely because of social, legal, and political pressures arising out of the segregated college systems in the southern states.

The stepping-up of the certification requirements for teachers in the elementary and secondary schools has seen greater emphasis placed upon psychology. Since the Negro teachers have to meet these certification requirements this has led to a need for expansion of the courses offered in psychology. At the same time, the new requirements have made it necessary to expand the courses in education. This has meant that the teachers of education have less time available for "catching" the psychology courses. This influence has been further complicated by the large enrollments in education at Negro colleges. Although there is much alarm about the national decrease in the number of college students who are planning to teach, this writer feels that the national trend is not reflected (at least not to the same degree) among Negroes. It seems to be still true that teaching is one of the few fields open to relatively large numbers of college-trained Negroes in which they can gain some degree of social emancipation. These large enrollments make it necessary to have more and more sections of the required courses in education and psychology,

thereby increasing the demands upon the present instructors.

In addition to the demand created by the certification requirements, the people in the departments of education are usually aware of great need for elective courses and for more intensive work in statistics and testing than can be given in the one semester course in Tests and Measurements. Furthermore, some demand for expansion of the psychology courses is coming from departments other than education. Departments of business and economics are asking for courses in Business Psychology, Personnel Administration, Salesmanship, etc. Sociology departments are asking for Social Psychology and Abnormal Psychology.

The opportunities for Negro psychologists are not limited to teaching in Negro Colleges. In several cities there are openings for school psychologists and specialists with various types of handicapped children. Several of the southern states maintain separate schools for the blind, deaf, feeble-minded, and delinquents, and these schools are often in need of trained Negro personnel. As an example, Louisiana is building a school for delinquent Negro boys and is having difficulty in finding trained people for the place. Finally, there are some non-segregated concerns (especially the Veteran's Administration, private research organizations, and a few non-segregated colleges) which will hire qualified psychologists without regard to race.

The above outlines the opportunities and the need for Negro psychologists. What is the supply? To my knowledge there are only 12 Negroes who have the doctorate in psychology and one of these has since studied medicine and is practicing in that field. Their degrees were obtained at Northwestern (2), Pennsylvania (2), Columbia (2), Clark (1), California (1), New York University (1), Indiana (1), Minnesota (1), and University of Chicago (1). In addition to these Ph.D.'s in psychology there are a few Negroes with doctorates in education who have specialized in educational psychology. This writer has no idea of the number of Negroes with only Master's degrees in psychology or the number who have done work beyond the Master's degree but

have not completed the doctorate. I do know that they are difficult to locate when looking for prospective employees.

The situation in Negro colleges which was described in the first part of this note indicates one source of the lack of Negro psychologists. Howard University is the only Negro college which has a well-rounded department of psychology on the undergraduate and Master's degree levels. It is interesting to note that of the 12 Negro Ph.D.'s in psychology that I know of, five received their undergraduate training in psychology at Howard and four received their first graduate degree in the field there. Since practically all of the Negro colleges are unable to provide an adequate undergraduate major in psychology, they cannot contribute to the production of the very people they need. It is hoped that psychologists in non-segregated colleges will encourage some able and promising young Negroes to consider the possibilities in this profession.

JAMES A. BAYTON
Morgan State College

COUNTERFOUNT TO A "FOOTNOTE TO MILITARY PSYCHOLOGY"

Most of us will respond sympathetically to the feeling-tone in Tyson's "Footnote to Military Psychology" in the January issue of the *AMERICAN PSYCHOLOGIST*, but to sympathize one does not necessarily have to nod approval of his final statement: "... the place for military psychologists is outside the Armed Forces, acting freely in an advisory capacity."

Military control is unquestionably unfavorable to the interests of a scientist as such, but does it follow that in time of war we must remain safely outside the boundaries of Command in order, by escaping it, to make the best use of our scientific orientation? For some of us the answer is diametrically opposed to Dr. Tyson's.

Civilians in a military establishment are under suspicion. The command has only limited control over them although it is held responsible for the consequences of their acts. The civilians do not "belong." They cannot issue directives nor demand assistance. It is very doubtful that a civilian as compared with a military psychologist would be

afforded access to the materials on which investigations of significance would have to be based. The experience of most civilians in the services is usually even less happy than of the scientists-in-uniform. The staff psychologist may or may not have to trim his sails, but at least he is able to navigate!

It would seem possible that Dr. Tyson has underestimated the extent to which qualified scientists of whatever rank possess the power to influence their military superiors, both in matters of judgment and evaluation, and in the rendering of decisions. Our military men have many faults, as is only natural in a society normally indifferent or even hostile to their development, but if Dr. Tyson believes that they are disposed to dispute, distort, or *conceal from other men in uniform* the findings of specialists, his experience must have been different from many of the rest of us. Professional soldiers are sometimes indifferent, frequently uncritical, but rarely prejudiced in a technical sense. Unlike scientists, their training properly emphasizes the values of secrecy. In the average case the psychologist under their authority is free to work out his own salvation within the limits of command purposes, but he is not encouraged to publish. If permitted to do so he is hedged about with restrictions which may make the published account very different from an acceptable staff report. Consequently what appears in civilian journals is no measure, even in the minds of the military authorities, of the extent or quality of the psychological services in the Armed Forces. It provides no argument for or against the psychologist in uniform.

There is very real reason to doubt that it would be better to have a psychologist judge the ultimate value of military psychology than a professional military man. Many of the enthusiasms one detects in the journals today seem naïve and futile in the extreme. A glance backward over the last quarter of a century with its fads and fashions of psychological thought does nothing to support a conviction of professional stability. We would do well occasionally to submit our procedures and pronouncements to the steadying influence of external evaluation, even by the military.

War brings many evils, but to have the psychologists in the Armed Forces even if they have to work under wraps is not necessarily one of them.

The remedy for the ills of war-time military psy-

chology does not lie in isolation from the restrictions imposed by Command, but on the professional ability, integrity, and social adaptability achieved in peace by those psychologists who put on the uniform to serve in war.

IRVING C. WHITEMORE
Boston University

THE FUTURE OF PSYCHOLOGY, OR THE GOOSE THAT LAID THE GOLDEN EGGS

All science changes its patterns to meet human demands. The need for an atom bomb hastened the development of nuclear physics with a speed that would have been impossible in peacetime. This was accomplished by recruiting all available adequate personnel to the problem, and by making available unbelievable facilities and money for advancing the project with all possible speed.

Psychology today is faced with a similar peacetime situation. During the first World War, psychologists demonstrated the usefulness of selection techniques and hence established a market for these procedures. Psychologists, in this second World War, proved their usefulness in a number of fields—in instrument design, selection, training, morale but perhaps primarily in the fields of psychological diagnosis and of psychotherapy.

This job was so well done during the war that a continuing demand was created for trained clinical psychologists, who were to work both in the Veterans Administration Hospitals and in clinics to be set up by the Bureau of Public Health throughout the country as soon as the necessary medical and psychological personnel can be obtained. This is a splendid and deserved recognition for clinical psychology. The two programs should contribute enormously to public welfare.

But it was immediately evident that there were not enough trained clinical psychologists to activate either of these programs, much less the two programs simultaneously. Hence the government initiated training programs, in a number of academic institutions, to produce the necessary trained personnel. The number of accredited institutions is rapidly increasing in order to meet the necessary quota. Indeed, some departments of psychology, which

never before had given adequate training in clinical work, have now initiated such training activities.

The program initiated for training of clinical psychologists by the VA is sensibly conceived, in that it requires a thorough background of work in general, systematic and experimental psychology on which to build the subsequent structure of clinical techniques and clinical experience. The trainees are to be carried through the Doctor of Philosophy degree, and the standards for each institution for this degree are to be maintained. The program should eventually provide an adequate number of splendidly trained clinical psychologists. And furthermore, it will train clinical psychologists, psychiatrists, and psychiatric social workers to act as a team toward a common goal.

No one can question the extreme necessity of this program to meet the present emergency. The usefulness of the largely increased number of highly trained clinical psychologists cannot well be overestimated. If the experience of my own department is a criterion, the response to the Veterans Administration program has been highly encouraging. Many applications have been received from prospective students—very many more than the department could accept with our present training facilities. Hence we have been able to select, for the first group to be trained, an exceedingly satisfactory group of trainees at the graduate level. And already the department is receiving many requests for training under the Public Health Program, even before it has been initiated officially.

No one can quarrel with these applicants who seek scientific training to prepare themselves for assured jobs after their training period is completed.

But there is one aspect of the situation which is a cause of concern. This is the amount of subsistence given these students during training and the size of the salaries promised them when they are ready to assume their professional duties. No academic institution can compete with government salaries—especially at the present time.

And what effect will this have upon the development of psychology as a science! Certainly many of the best men and women will go into the applied field for some years to come. The contribution which they will make to human welfare will motivate them as well as the assurance of jobs and the salaries

promised. This is bound to result in a reduction in the amount of strictly experimental research, which adds so enormously to the general theoretical structure of psychology. A few individuals will enter the experimental field because they are temperamentally so inclined. Others, also temperamentally so inclined, may continue strictly experimental research because they have available the necessary independent income to enable them to ignore the greater financial inducements of government training and government employment. Still others will remain in academic psychology because they are not quite good enough to get into the government program. And finally others will remain in academic work because of age or because they are already deeply rooted in their institutions.

But I repeat for emphasis the fact that these

government programs at present require thorough basic training in general, theoretical and experimental psychology. If the present trend continues, will this fundamental training have to be given largely by "second raters" some fifteen years from now? And will systematic psychology advance, as it has so magnificently in the last 50 years, if scientific research is seriously curtailed. It is the systematic psychological structure which has made possible the clinical field and other applications. Pure science must come before application. If the systematic structure in psychology ceases to grow, it is doubtful if adequate application can be made beyond the present limits of the psychological system. Are we killing the goose that laid the golden eggs?

SAMUEL W. FERNBERGER
University of Pennsylvania

Professor Herbert S. Langfeld
Princeton University
Leningrad
19. XII. 1929

Sehr geehrter Herr College,
Besten Dank für die Einladung zum Internationalen
Psychologischen Congress. Nur unlängst konnte ich
die Frage über meine Abfahrt nach America entscheiden.
Aber ich bin kein Psycholog. Ich weiß nicht, ob meine
Mittheilung für den Psychologen anpassend und interessant
sein wird. Das ist reine Physiologie, Physiologie
der höheren Nerventhätigkeit, nicht Psychologie. Sind
Sie gütig mich davon klar zu machen.
Mit bestem Glauben
Ihr ergebenster
J. Pavlov

PAVLOV LETTER

TWELFTH INTERNATIONAL CONGRESS OF PSYCHOLOGY

Preliminary Notice

The Twelfth International Congress of Psychology (postponed from 1940) will be held in Edinburgh, Scotland, from 23rd July to 29th July, 1948.

The Congress fee has been fixed at three pounds (£3) sterling for active members and thirty shillings (30s.) sterling for associates.

Arrangements are being made by which a large proportion of the members can be accommodated in University hostels. The inclusive charge for such accommodation, it is hoped, will not exceed £4 sterling, excluding midday lunches. Members who do not desire accommodation in the hostels will, on early application, be assisted to obtain accommodation in hotels.

When the Committee of Organization is fully

constituted, formal invitations will be issued. It will, however, greatly facilitate arrangements if as many as possible will let the General Secretary know now that their attendance at the Congress is probable. In the meantime subjects for symposia, general discussion and lectures are under consideration by a Preliminary Arrangements Committee.

A volume of Proceedings of the Congress, containing abstracts of papers read, will be published, the cost of which is included in the Congress fee for active members.

JAMES DREVER

President of Committee of Organization

GODFREY THOMSON

General Secretary.

(Moray House, Edinburgh, 8.)

When plans were being made for the Ninth International Congress of Psychology, which was held in New Haven in 1929, Professor Pavlov was invited. He doubted whether his work would be of sufficient interest to psychologists to justify his coming and expressed those doubts in a letter to H. S. Langfeld which is shown on the opposite page. Professor Langfeld's free English translation reads:

"Many thanks for the invitation to the International Psychological Congress. I am finally able to decide the question about my trip to America, but I am no psychologist. I am not quite sure whether my contribution would be acceptable to the psychologists and would be found interesting by them. It is pure physiology—physiology of the functions of the higher nervous system—not psychology. Will you kindly clarify the situation for me?"

Pavlov was persuaded that he should attend. He did, and in so doing gave many Americans an opportunity to see and meet one of the great con-

tributors to psychology. The opportunity to exchange information and ideas on an international basis, the opportunity to get acquainted with many of our colleagues in other countries will be repeated when the Twelfth International Congress convenes a year from July. That opportunity will make many American psychologists want to attend.

The Committee of Organization will probably not be able to send individual invitations to every member of the APA; those who wish to attend can therefore take this announcement as an invitation. Please inform Godfrey Thomson, the General Secretary, if you are going to attend the Congress.

Steamship passage is difficult to secure. Passage on the better liners is booked many months in advance. If you plan to attend the Congress and wish to travel by sea, accommodations should be requested just as soon as possible. Travel by air is less difficult to arrange and air accommodations can be requested somewhat later. Your local travel agent will advise you on lines, accommodations, cost, and available sailing dates.

—DAEL WOLFLE

FORMATION OF A COMMITTEE FOR THE STUDY OF ANIMAL SOCIETIES UNDER NATURAL CONDITIONS

J. P. SCOTT

*Roscoe B. Jackson Memorial Laboratory
Bar Harbor, Maine*

AT THE conference on Genetics and Social Behavior held at the Roscoe B. Jackson Memorial Laboratory at the end of last summer, considerable emphasis was placed on the fact that although there is widespread interest in and enthusiasm for studies of the social behavior and organization of animals in many different scientific fields, these studies are often poorly supported and do not attract the attention which they deserve. It was suggested that an informal "Committee for the Study of Animal Societies Under Natural Conditions" might serve a very useful purpose in encouraging and coordinating this type of scientific work.

The first meeting of this committee was held in New York under the auspices of the New York Zoological Society on January 31 and February 1, 1947. The primary purpose of the conference was to help organize a research program on animal behavior, particularly in connection with the New York Zoological Society's new station at Jackson Hole, Wyoming.

It was agreed that the committee should not identify itself with any one institution or project. Its organization was therefore set up on a broad basis. As a general directive for the committee's work the following resolution was passed:

"Realizing that the study of general problems of social organization is basically important to human welfare as well as to theoretical science, and realizing also that many animal societies are in danger of extinction and need to be studied while there is a chance that they may be saved, the undersigned have agreed to form a 'Committee for the Study of Animal Societies under Natural Conditions,' whose purpose shall be to sponsor, coordinate, perform, and assist research on animal societies and to act as a liaison agency between workers in the various scientific fields involved in this research. It is agreed

that the broadest possible interpretation shall be placed on the terms 'animal societies' and 'natural conditions'."

It was further agreed that the organization of the committee should remain flexible and informal, and it was decided to elect an executive secretary whose function shall be to coordinate the activities of the committee, and to elect chairmen of subcommittees to consider special research projects and conduct other activities.

At the New York meeting J. P. Scott was elected executive secretary, and C. R. Carpenter chairman of a subcommittee on the Jackson Hole Research Project. T. C. Schneirla was elected chairman of a subcommittee to make a survey of locations and institutions in which research on animal social behavior and organization is possible, and also to locate projects which need to be encouraged. A further subcommittee on Ways and Means, with Fairfield Osborn as chairman, was organized to find out where financial support for this type of research can be obtained and is available.

Besides those mentioned above the following members of the committee were present at the meeting: Alfred Emerson, Nicholas Collias, Robert K. Enders, Myron Gordon, and William Beebe. Members who were unable to attend the New York meeting include: Frank A. Beach, S. Charles Kendeigh, Walter P. Taylor, John Emlen, and John W. Scott.

Action was initiated regarding the Barro Colorado Island Biological Station, which needs to be put on a permanent basis of support as a center of tropical research.

It is hoped that the secretary's office will act as a clearing house for research ideas and projects, and as a coordinating agency between various individuals and institutions interested in this line of research. The secretary was directed to take active steps in this direction, and correspondence on these matters is invited.

Across the Secretary's Desk

PERSONNEL PLACEMENT ACTIVITIES OF THE APA

Report for the Year 1946

One of the functions of the Office of the Executive Secretary is to help psychologists find better jobs and to help employers find available psychologists. This function was taken over from the Office of Psychological Personnel which went out of existence January 1, 1946. At that time the OPP files, job requests, personnel, and activities were transferred to APA. Annual reports by the Director of the OPP have informed psychologists of the success that office had in filling job requests for psychologists (2, 3, 4). The method of operation of the present Personnel Placement service was described recently in *THIS JOURNAL* (1). The following paragraphs give a statistical report of the functions of 1946 and describe some of the difficulties of running a personnel placement service.

This past year has seen the transition of a wartime service to a peacetime one. Many psychologists who have been in the armed services are now anxious to take their places once again in civilian positions. GI's are returning to complete their training before accepting permanent positions. Undergraduates are asking for information concerning graduate training as well as assistantships, fellowships, or internships available in fields of their specific interests.

A summary of the record for 1943, 1944, 1945, and 1946 is given in brief in Table 1. That table shows that more job requests were received in 1946 than in any previous year, that many of these requests did not lead to actual appointments, and that fewer appointments were made of people referred by this office than in any previous year.

A total of 336 job requests was received in 1946. Only 49% of these jobs were filled. The second column shows that 11% of the positions were filled by people referred by the APA. As shown in the fourth column, no placements were made in 51% of the jobs. In some instances the need evaporated after the request had been sent. Others went unfilled because no suitable candidates were available.

Table 2 presents a breakdown of the 1946 record. It lists different kinds of psychological positions and

shows the frequency with which we were asked to suggest candidates for each, the number of each kind of request in which an appointment was or was not made, and the number of times in which the person appointed had been suggested by the APA office.

TABLE 1
Summary of Job Requests and Placements
1943-1946

YEAR	NUMBER OF JOB REQUESTS	NUMBER FILLED FROM APA (OPP) LISTS	NUMBER FILLED FROM OTHER SOURCES	NUMBER NOT FILLED
1943	215	52 24%	45 21%	118 55%
1944	198	46 23%	47 24%	105 53%
1945	267	62 23%	62 23%	143 54%
1946	336	36 11%	127 38%	173 51%

TABLE 2
Analysis of Job Requests, 1946

EMPLOYER	TOTAL REQUESTS	FOR INFORMATION OR NO PLACEMENTS MADE	PLACEMENTS MADE	PLACEMENTS FROM APA REFERRALS
Colleges, universities..	194	88	106	20
Industries.....	22	16	6	2
Schools.....	8	4	4	0
Clinics, guidance centers.....	28	15	13	4
State hospitals.....	24	14	10	2
Public personnel agencies.....	29	18	11	2
Federal agencies.....	21	11	10	5
Federal research.....	10	7	3	1
Totals.....	336	173	163	36

There are several aspects of the personnel placement function which do not show up in either table. Each year the office staff has held personal interviews with a number of psychologists interested in changing their positions. During the period of demobilization many psychologists who were about to

leave the Army or Navy visited the office to discuss job possibilities. The number of such interviews is much smaller now than it was in the winter of 1945-1946. However, at present the budget slashes in various government agencies are sending a larger number of psychologists to our service. These interviews sometimes give specific leads to jobs in which future appointment is made. They also provide an opportunity to discuss the job situation in general, to give information on salaries, and to help a person decide what kind of job he wants.

Another type of service not indicated in the tables is the general advice which the APA office is able to give prospective employers. More and more they are using the APA office in Washington to secure information on training standards, on the qualifications which the APA recommends for persons appointed to various positions, and on the past record of persons already under consideration for appointment.

There are several ways in which the personnel placement service could be made more effective. Both prospective employers and individual psychologists could help. Appointing officers can help by supplying as specific information as possible about the duties of a job, the salary to be paid, the characteristics desired in an appointee, and the conditions under which he will be working. Many job requests supply all this information, but some do not. Standard job request forms may be obtained from the Personnel Placement office at any time. We have received requests with no more information than: "Can you suggest someone to teach psychology next year at _____ College?" When such a request is received, time is necessarily lost in writing back to ask for more detailed information.

Appointing officers can also help by making requests as far in advance as possible. Many jobs, particularly teaching jobs, must start at a specific date. Sometimes requests come just a few days before the job is to begin. For half of the jobs with definite starting dates indicated, less than two months was allowed between the time when the job request was received and the time when the person was supposed to start work. In a third of the cases less than one month was allowed. One request was made by telephone on a Saturday afternoon asking if we could supply an instructor to start the next week.

We did. But that was a single case. Considerably more time is normally required and should normally be expected.

Some employers seem to think that we keep a file of job-hungry psychologists ready to send out on a few hour's notice. Two days before the September APA meeting we received a telegram asking if we could have eight or ten prospects for the chairmanship of a psychology department ready to be interviewed at Philadelphia. We did not have that many qualified candidates registered.

But the fault is not all with the employer. Psychologists who register with this office and ask for help in finding new positions are also responsible for some of the ineffectiveness of the service. It is altogether too common for a person to register, get a new position, fail to inform us, and then not bother to answer letters of inquiry coming from prospective employers to whom we have given his name. Last fall we wrote to every person registered saying that if they did not inform us that they wished to be suggested for further positions, we would remove their names from the active placement file. This cut our file from 237 to 125 registrants.

Another difficulty is the fact that the number of registrants is small. There are few psychologists who would not accept better positions than the ones they now have. If we have their names and credentials on file we could suggest them when suitable openings are referred to us. We frequently have to reply to a job request with the statement that no suitable person is in our file. Since last fall the total number of registrants has doubled, but that is not enough to allow us to answer each of 336 job requests with a carefully selected list of qualified applicants.

In general we receive more requests for lower ranking academic jobs than for the higher ranking ones. However, higher ranking positions are not absent from the list of job requests. The greater percentage of unfilled jobs has been in the fields of industry, research, state institutions, public personnel agencies, and various federal agencies. There are continued calls for people to fill these positions. Some of the positions for which we were unable to suggest acceptable candidates are listed below.

In a Midwestern university three positions are available: associate professorship at \$4200-4500; assistant professorship around \$3750; and an instructorship

around \$3000. Should have training in general and experimental.

Young, experimental psychologist for opening in Color Control Department of an eastern company to design, supervise, and administer visual experiments and tests. Salary commensurate with training and experience.

Mature psychologist (30-40 years of age) to head student counseling program in University College, Ph.D., competent in testing, knowledge of industry and occupations. Rank of associate or full professor. Salary: \$5000.

Man trained in social psychology for key position in research development department whose function is to devise new techniques and make statistical studies of experimental data in order to improve services to motion picture industry. Research ability and training in statistical methods required.

Federal agency needs specialist for Counseling, Pupil Personnel, and Student Work Programs. Ph.D., with outstanding competence, leadership, and concern for improved organization and administrative management. Salary: \$7102.20.

One way to be considered for such positions is to register with the APA office. We invite psychologists to register with this office in order that their names may be referred to prospective employers who are looking for qualified candidates. Standard registration forms may be obtained from Personnel Placement, American Psychological Association, 1515 Massachusetts Avenue N. W., Washington 5, D. C.
—ENID S. LEY

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1947 APA ELECTION BALLOT

The 1947 APA election ballot will soon be mailed to all members. By order of the Council of Representatives, short biographies of each candidate will appear on the ballot. At this time it seems conservative to predict that: (1) the 1947 ballot will be a small book or large pamphlet; (2) voting will appear to be such a task that many members will not fill out the ballot; (3) but, surprisingly enough, the staff members engaged in preparing the biographies (with the aid of a list of 77 abbreviations) think them not a bad idea.

May we point out that not all of the book is to be filled in by any one voter. For example, a person living in Chicago who belongs to Divisions 5 and 12 will vote only for the President-Elect of the APA, for officers for Division 5, and for officers for Division 12.

We hope that APA members understand that of all people concerned, the Election Committee and the APA office would be most willing to shorten the ballot.—DAEL WOLFE

Psychological Notes and News

JOHN B. GEISEL, Director of the Southard School, Topeka, Kansas, died in September 1946 at the age of 40 years. Previously he was the principal of the Orthogenic School of the University of Chicago.

WILLIAM MOULTON MARSTON died at the age of 53 years in Rye, New York.

It was announced in error in the April *AMERICAN PSYCHOLOGIST* that CARL L. ANDERSON had been appointed Assistant Branch Chief Clinical Psychologist at the VA Hospital in Memphis. Dr. Anderson was formerly in Memphis in this position. He has now been appointed Assistant Branch Chief Clinical Psychologist at Branch Office No. 4, Richmond, Virginia.

FRANK A. PATTIE, assistant professor of psychology at Rice Institute, Houston, has been appointed head of the department of psychology at the University of Kentucky as of July 1, 1947.

EDWARD M. L. BURCHARD and WILLIAM J. E. CRISSY have joined the department of psychology of Queens College as assistant professors.

CHARLES N. COFER, department of psychology, George Washington University, has accepted a professorship at the University of Maryland, beginning September 1947.

DR. EUGENIA BREUKERS of Maastricht, Holland, is in this country for about six months visiting universities and research stations interested in child development.

ELOISE CHUTE has been awarded a research fellowship in clinical psychology at the University of Pittsburgh.

STEVENSON SMITH of the University of Washington, Seattle, is now in Honolulu, conducting a research program on the anthropological differences of

race groups. He will return to the University of Washington in August.

NATHAN M. GLASER is now the chief psychologist at the Chicago Jewish Vocational Service Bureau.

ARNOLD GESELL and WOLFGANG KÖHLER have been elected to the National Academy of Sciences.

LYOYD N. YEPSEN is a member of a research committee of three which is studying the human factor in fire prevention as an outgrowth of the President's Conference on Fire Prevention.

ELIZABETH D. MCDOWELL has accepted an appointment as psychologist at the State Board of Children's Guardians, Department of Institutions and Agencies, New Jersey.

The Committee on Graduate Training in Clinical Psychology, DAVID SHAKOW, chairman, will sponsor a two-day workshop on training curricula in clinical psychology on Sunday and Monday September 7 and 8 in Detroit, immediately preceding the annual meeting of the APA. The workshop will be primarily for the training institutions accredited by the APA to give training to the doctorate in clinical psychology. It is hoped that at least one representative of each of these universities will attend. Officials of the VA and USPHS, as well as other persons concerned, will also be present. Further details concerning this workshop will be published in a subsequent issue of the *AMERICAN PSYCHOLOGIST*.

ADAM PORUBEN, JR., formerly research psychologist with the Encyclopaedia Britannica Films, Inc., is now personnel psychologist in the Personnel Division of the Metropolitan Life Insurance Co., 1 Madison Avenue, New York City.

STUART HENDERSON BRITT has been appointed to the Editorial Board of the *Journal of Marketing*, official publication of the American Marketing Association.

WILLIAM G. GLENN, director of the Testing and Advisement Center, New York University, has been awarded the Army-Navy Distinguished Service Medal from the Chinese Government. The citation reads in part as follows: "For exceptionally meritorious services to the Government of the Republic of China as Chief Psychologist and Personnel Placement Officer of Friendship Project from August 1943 until the surrender of Japan."

NAOMI STEWART has left the Personnel Research Section of the AGO and is now with the Cooperative Test Service of the American Council on Education as head of the Department of Test Research and Development. She is also teaching two statistics courses in the Graduate School of New York University.

J. E. WALLACE WALLIN will teach graduate courses on mental retardation and hygiene at Duke University's summer session.

At the meeting of the Midwestern Psychological Association, May 1-3, at the Edgewater Beach Hotel, in Chicago, it was announced that HARRY F. HARLOW is the new president, and ROBERT R. SEARS, the new member of the Council. In 1948 the MPA will meet in St. Paul, Minnesota on May 7 and 8.

The next meeting of the Eastern Psychological Association will be at Temple University, Philadelphia, April 16-17, 1948. The newly elected officers of the EPA are: J. McV. HUNT, president; HAROLD G. SEASHORE, secretary; WESTON BOUSFIELD, treasurer; and O. HOBART MOWRER and HELEN PEAK, directors. These elections took place at the meeting held in Atlantic City, New Jersey on April 25-26.

A conference, initiated by a committee of the Home Economics Section of the Association of Land Grant Colleges and Universities, and co-sponsored by the Research Committee on the Textile and Clothing Division of the American Home Economics Association, was held at Teachers College, Columbia University on March 10-16. Specialists in the fields of textiles and clothing, sociologists, psychologists, and business economists met to discuss the problems of clothing as related to the social sciences and

to explore the possibilities of undertaking needed research. The psychologists attending the conference were GEORGE HARTMANN, GEORGE GALPHIN, ELIZABETH HURLOCK, and RUSSELL C. SMART.

Psychological Associates is a new group which plans to offer the city of Washington, D. C. various psychological services. They are now ready to accept referrals. The present staff consists of CHARLES N. COFER, VICTOR FIELDS, HOWARD GOHEEN, SAMUEL KAVRUCK, and JOHN Wm. MOLYNEAUX.

The Alto Psychologic Center, San Francisco, has re-organized its vocational work into the Vocational Counseling Service, a non-profit corporation. CATHERINE AUGUSTINE has been appointed senior psychological assistant in charge of the testing division.

C. RAYMOND HEADLEE, SADIE MYERS SELLOW, RHEA R. HILKEVITCH, and BEN SULLIVAN have organized a consulting agency under the title *Psychological Services*, in Milwaukee, Wisconsin.

A workshop on Audio-Visual Materials in Teacher Education, sponsored by the Association for Student Teaching, the School of Education, and the Audio-Visual Center, is being held on August 19-28 at the University School, Indiana University. Its purpose is to provide an opportunity for cooperative effort by educators interested in improving teacher education through the use of audio-visual materials. The registration fee is \$5. Address Dr. L. O. Andrews, School of Education, Indiana University, Bloomington.

The Allegheny Vocational Counseling Center, Pittsburgh, has completed its first year as a community agency offering vocational testing and counseling to individuals, schools, social agencies, business, and industry. The Center has a staff of 12 including DORA F. CAPWELL, director; LOUISE W. GATES and J. R. PORTER, counselors; CAMPBELL MOSES, part-time physician; DOROTHY HULMER, chief examiner; MAHLON V. TAYLOR, JR., research associate; and O. M. TAYLOR, research assistant.

The College Entrance Examination Board announces the publication of the first issue of *The Col-*

lege Board Review, edited by HERBERT S. CONRAD, EDITH M. HUDDLESTON, and JOHN W. FRENCH. The *Review* will appear three times yearly, and will include research articles, news notes, and announcements. It is available to interested persons without charge. Those wishing to have their names placed on the mailing list should write to Mrs. Catherine G. Sharp, Circulation Manager, Box 592, Princeton, New Jersey.

The April AMERICAN PSYCHOLOGIST announced publication of the new journal *Behavior*, an international journal of comparative ethnology. The last word should have been ethnology.

Feeling that the work of the Social Science Research Council can be effective only to the degree that it is known to social scientists, the Council has started a new bulletin, *Social Science Research Council Items*, which reports current activities of the Council. It will be published quarterly or oftener if it is found to fill a need.

The Psychological Institute of the University of Vienna, including its library, was almost completely destroyed during the war. Classes in psychology have been resumed and are overcrowded. The first number of a new journal, *Wiener Zeitschrift für Philosophie, Psychologie, and Pädagogik*, is soon to be published. HUBERT ROHRACHER, formerly of the University of Innsbruck, is now chairman of the Institute. He has written to EGON BRUNSWIK saying that recent American literature is almost unavailable and that books and reprints sent to him or the Institute are very welcome.

Innsbruck's department is headed by ERISMANN and that at Graz is soon to be re-opened.

The Division on Maturity and Old Age has now adopted its by-laws. Its present membership is made up largely of those who signed the original petition for formation of the division. Others who wish to join should write to Dr. Harvey Lehman, Department of Psychology, Ohio University, Athens.

The Audio-Visual Aids Committee of the APA has considered repeatedly the questions of (1) how to collect, edit and make available existing historical

films, and (2) how to promote production of film records of individuals and events of current or future significance.

It has been suggested that the Psychological Cinema Register of the Pennsylvania State College serve as a depository for historical films until ways and means can be found to edit and distribute them. The management of the Psychological Cinema Register has agreed to accept this responsibility. Therefore, individuals or organizations and institutions possessing films of historical merit are invited to send originals, preferably, or prints to the PCR at State College, Pennsylvania for examination, classification, storage, and eventually for editing and distribution. Thus, it is hoped that valuable film records may be saved and later utilized.

The Council of the Society for the Psychological Study of Social Issues has voted to establish a Lewin Memorial Award to commemorate the work and character of Kurt Lewin. The exact nature of the award is to be determined by a committee appointed by President LIKERT and composed of GORDON W. ALLPORT, RONALD LIPPITT, THEODORE M. NEWCOMB, EDWARD C. TOLMAN, and DONALD W. MACKINNON, chairman.

This committee is now soliciting funds for the endowment of the award. They hope to establish the Memorial on a permanent basis which will make possible the granting of an annual award. People who are interested are asked to send their contributions to Dr. D. W. MacKinnon, Bryn Mawr College, Bryn Mawr, Pennsylvania.

It is requested that people interested in securing colored papers for laboratory experiments write to Dr. Forrest L. Dimmick, Visual Research Section, U. S. Naval Medical Research Laboratory, U. S. Naval Submarine Base, New London, Connecticut. He has found an engraver who will produce them if there is a sufficient market.

The Wayne County Civil Service Commission is announcing a nation wide examination for the position of Psychologist 1, paying \$3510 to \$3990 a year. The purpose is to obtain a list of candidates to fill present and future vacancies in a mental hospital, a child guidance clinic, and a training school for re-

tarded children. Requirements are an MA and at least one year's experience in the clinical field. For those interested in work leading to the Ph.D. in clinical psychology, the University of Michigan and Wayne University offer opportunities. For further information write the Wayne County Civil Service Commission, 2200 Barlum Tower, Detroit, 26, Michigan.

The University of Iowa has received a grant of \$62,400 from the Rockefeller Foundation for a five-year research project on cultural determinants of personality development in children. The project will be under the direction of Robert R. Sears, Director of the Child Welfare Research Station. The research staff will include Vincent Nowlis, anthropologist John W. M. Whiting, author of *Becoming a Kwoma*, another anthropologist yet to be appointed, and a research psychologist in the field of personality development and dynamics. Applications from recent Ph.D.'s for the latter position are welcome. The position is a research one and carries the rank of instructor; teaching of a graduate seminar is optional. The salary, on a twelve months basis, is \$3000-3600, depending on the amount of research experience. Three halftime research assistantships are also available; graduate students having at least one year's experience in experimental, social or child psychology are invited to submit applications.

The department of psychology of the University of Alabama has two openings for next fall. One is for an assistant professor with broad training in clinical psychology. The second is an instructorship. A Ph.D. is not a requirement provided the applicant intends to complete this work within a reasonable time. Applicants should write to Dr. Oliver L. Lacey, Department of Psychology, University of Alabama, University, Alabama.

The Lynchburg State Colony, Colony, Virginia, announces an opening for a senior psychological intern on July 1, 1947. Candidates must be psychology majors with at least an MA and preferably a Ph.D., who are recommended by the head of the department of psychology of the college or university

that granted the last degree. The term of the internship is one year and the stipend is \$1200, plus board, room and laundry, and two weeks vacation. The senior internship is designed to give the intern sufficient training to make it possible for him to secure a position as a competent clinical psychologist.

The Greenwich Public Schools, Connecticut, have an opening for a clinical psychologist to work in their child guidance and adjustment program. An MA with at least one year of internship or equivalent supervised training is desired. Inquiries should be addressed to Elmer R. Hagman, Director Research and Guidance.

The Regular Army needs professional personnel in the areas of psychiatric social work and clinical psychology. The closing date for applications for Regular Army commissions has been extended to July 31, 1947. Appointments will be made in grades from 2nd Lieutenant through Major. Further information can be secured from the commanding general in the area in which you live.

Application for Student Affiliate classification in the APA may now be made at any time. If applications are received before September 1, they will be dated from January 1; those received later will be dated January 1, 1948. Student affiliates (graduate students and undergraduates majoring in psychology or related fields) receive the *Psychological Abstracts*, the *AMERICAN PSYCHOLOGIST*, and the annual *Yearbook*. Dues are five dollars. Student affiliates may subscribe to the *Psychological Bulletin* for \$1.50 a year. An application and endorsement blank may be secured by writing to the Executive Secretary, American Psychological Association, 1515 Massachusetts Avenue, Washington 5, D. C.

It is suggested that reservations for the 1947 meeting of the APA be made as soon as possible. Room reservations may be made by writing directly to the hotels listed in the April *AMERICAN PSYCHOLOGIST*. People who are interested in nursery school facilities for their children during the meetings should inform Edward T. Raney, Michigan State Employment Service, Detroit, Michigan.

Convention Calendar

AMERICAN PSYCHOLOGICAL ASSOCIATION

September 9-13, 1947; Detroit, Michigan
For information write to:
 Dr. Dael Wolfe, American Psychological Association
 1515 Massachusetts Avenue, Washington 5, D. C.

WESTERN PSYCHOLOGICAL ASSOCIATION

June 19-20, 1947; San Diego, California
For information write to:
 Dr. Lester F. Beck, Department of Psychology
 University of Oregon, Eugene, Oregon

SOUTHERN SOCIETY FOR PHILOSOPHY AND PSYCHOLOGY

March 25-27, 1948; Atlanta, Georgia
For information write to:
 Dr. Joseph Weitz, Newcomb College, Tulane University
 New Orleans, Louisiana

MIDWESTERN PSYCHOLOGICAL ASSOCIATION

May 7-8, 1948; St. Paul, Minnesota
For information write to:
 Dr. Claude E. Buxton, Department of Psychology
 Northwestern University, Evanston, Illinois

EASTERN PSYCHOLOGICAL ASSOCIATION

April 16-17, 1948; Temple University, Philadelphia
For information write to:
 Dr. Harold G. Seashore, Psychological Corporation
 522 Fifth Avenue, New York City

ROCKY MOUNTAIN BRANCH OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

Date to be announced; Colorado State Teachers Col-
 lege, Greeley, Colorado
For information write to:
 Dr. Lillian G. Portenier, University of Wyoming
 Laramie, Wyoming

INTERNATIONAL COUNCIL OF WOMEN PSYCHOLOGISTS

September 11, 1947; Detroit, Michigan
For information write to:
 Dr. Mildred B. Mitchell, Mental Hygiene Clinic
 Fort Snelling 11, Minnesota

NATIONAL COMMITTEE FOR MENTAL HYGIENE

November 12-13, 1947; Hotel Pennsylvania, New York
For information write to:
 National Committee on Mental Hygiene
 1790 Broadway, New York 19, New York

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